



**Level 3 Cambridge Technical
Health and Social Care
2020 to 2022**



Welcome to your Year 12 Health and Social Care summer task. Completing this activity will help to you prepare for the Level 3 Cambridge Technical course.

Some of the units you will undertake are externally examined units which cover subjects such as equality, diversity and rights, safeguarding and values of care. These tasks will introduce to you some of the key aspects of these units and help you to begin to develop some of the skills and qualities you need to be successful.

The completed work may either be handwritten or print and you will need to bring your work with you at the start of Year 12.

In **Unit 2** (Equality, Diversity and Rights) you will be learning about the importance of recognising and individual's entitlement to be treated fairly and with respect; and you will be asked to consider possible causes of discriminatory practices. Individuals using health, social care and childcare services may be vulnerable, open to abuse and may also be dependent on others. It is therefore very important that practitioners are aware of, and supportive of, people's rights and differences. You will be finding out how services support individuals whilst valuing their diversity and providing them with equal opportunities.

One of the ways in which health and social care practitioners ensure that individuals have their rights and needs met is by applying the values of care. They ensure that all individuals receive the appropriate levels of care, attention and treatment that they need. The values of care are clear guidelines that show staff how to provide the best possible care.

1. Research values of care then write a definition for each of the three values of care listed and explain how the value of care is applied within health and social care services. A good way to present your findings is as a table with headings such as given below.

Value of Care	Definition of the Value of Care	Explanation of how the value of care is applied within a care setting
Promoting equality and diversity		
Promoting individual rights and beliefs		
Maintaining confidentiality		

2. Child care services have a further set of values in addition to those you have already researched. These also aim to support individuals, in this case children and their parents and carers. Research the examples in the table below of values of care within child care services. Again, look to provide a definition and explanation of the application of each care value.

Value of Care	Definition of the Value of Care	Explanation of how the value of care is applied within a care setting
Making the welfare of the child paramount		
Keeping children safe and maintain a healthy environment		
Working in partnership with parents and carers		
Working with other professionals		

In **Unit 3** (Health, Safety and Security) you will learn about the different types of hazards in health, social care and child care settings as well as their potential impact on others. You will also learn about the key legislation (laws and regulations) and organisational policies and procedures that promote health, safety and security. You will find out about the roles and responsibilities of employers, employees and individuals who require care and support. Knowing how to respond to different incidents and emergencies will help you to further your understanding of the procedures to follow in health, social care and child care settings. This puts you in a great position when you are applying for jobs, apprenticeships and university courses as you have already learnt about the minimum requirements for workplaces and care settings.

3. In Health, social care and child care settings there are numerous sources of potential hazards that, if ignored or not minimised could cause ill health or harm to people who live, visit or work within a health care setting. Research and explain the following different hazards in a health and social care setting. Give an example for each.

Hazard	Explanation and Example of Hazard
Environmental hazards	
Biological hazards	
Psychological hazards	

4. Hazards can have a considerable impact on individuals who use services and those who work within care services.

Case Study

Julie is a community care worker. Every day she visits her client Margaret. Margaret needs help doing things around the house due to her reduced mobility. Whilst visiting one morning, Margaret asks Julie to get something down from on top of her wardrobe. In doing so, a large heavy suit case falls from the wardrobe and fractures Julie's arm.

- How might this affect Julie physically?
- How might this affect Julie financially?
- How might this impact Julie's well-being?
- What may be the consequence for Margaret? The impact on Margaret?
- What could have been done to prevent the accident from happening?

In **Unit 7**, for the students studying the Diploma, you will learn about Safeguarding. Safeguarding involves promoting the human rights, needs and interests of adults, children and young people as well as protecting them from potential and actual harm and abuse. You will also learn about different types and signs of abuse as well as factors that may lead to abusive situations. You will learn about the legislation, regulations and guidance which is in place to safeguard adults, children and young people.

5. Types of abuse are classified in different ways. Research the types of abuse in the table below and give an example for each.

Type of Abuse	Description of Type of Abuse	Example of when and where the Type of Abuse may take place
Physical abuse		
Emotional abuse		
Neglect		

6. Legislation helps to protect and safeguard individuals. A key piece of legislation which is relevant across the three units you have been introduced to so far and have been studying is *The Children Act 2004*.

You are now being asked to carry out a task which can be quite upsetting, as it involves researching, studying, considering a real-life case of a child who was abused and as a result died at the hands of their abuser. The real world of health and social care can be a very harrowing one; on most occasions it is a very rewarding role that practitioners take with a high level of job satisfaction. However, every day can be very emotionally charged and resilience is always a necessary quality which is required by every practitioner working in a care setting. You will need resilience as you progress through this Level 3 course and go on to whichever future career path you choose to follow.

You need to read about and research *The Children Act 2004* and then having gained an understanding of this piece of legislation you need to complete the task that follows.

- Read and research *The Children Act 2004*
- Give an explanation of the term 'Every Child Matters'
- Explain the term *paramountcy* and given an example of how this might be applied in care settings

7. I would now like you to undertake the following research task.

If your surname begins with the following letters A to K

You are tasked to research and produce a timeline for the case of **Victoria Climbe**. Ensure you include in your timeline the professional organisations that were involved in this case.

If your surname begins with the following letters L to Z

You are tasked to research and produce a timeline for the case of **Baby P**. Ensure you include in your timeline the professional organisations that were involved in this case.

You can produce your timeline in any creative way you like. You may wish to use photographs or cuttings from newspapers or websites. Ensure you make a list of the websites you use to create your timeline. This list is called a bibliography and is something you will become familiar with during your health and social care course. It is good to become conversant with the process of recording the resources you use to enhance your work.